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for High School
Curriculum Guide

Community Economics

(Interim Edition for School Year 1955-56 only)

PROVINCE OF ALBERTA

Department of Education

September, 1955

Acknowledgment

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The Department of Education acknowledges with appreciation the contribution of the following committee members to the preparation of this interim edition of the Junior High School Curriculum Guide for Community Economics. This guide has been prepared by the Subcommittee on Community Economics, under the guidance of the Junior High School Curriculum Committee.

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INTRODUCTION

The Community Economics Course

Community Economics is an elective in Grades VII or VIII and in Grade IX. In the outline below, the course for Grade VII or Grade VIII is labelled "Year A" and the course for Grade IX "Year B". The work for Year A will consist of **one** major product and a minimum of **two** minor projects, and for Year B the work will consist of **two** major projects, or **one** major and **two** minor projects. The teacher is at liberty to substitute, subject to the approval of the superintendent, any other minor project arising out of a study of the pupils and their needs in the home and the community in which they live, which is in keeping with the spirit of the course.

Year A (Grade VII or VIII)

Major Project: Either Our Farm (1955 Edition) or Our Store

Minor Projects: Any **two** of the following:

- Our Local Government
- Our Club
- Our School
- Our Car
- Our Home
- Our Insurance

Year B (Grade IX)

Major Project: Our Provincial Government (1955 Edition)
or Our Farm (1955 Edition)

Minor Projects: Any two of the following not previously taken:

- Our Local Government
- Our Club
- Our School
- Our Car
- Our Home
- Our Insurance

N.B. The year 1955-56 will be the last for this program. In 1956, revised projects will be authorized.

Major projects will require four to five months work; minor projects, about two months. With reference to Our Provincial Government, in order that current proceedings of our provincial government may be studied, and to give the course a live interest, it is suggested that this project be introduced to the class late in January or early in February to enable the student to survey the project before the legislature begins its session towards the end of February. During the session, some part of each period should be devoted to the current happenings in the legislative chamber. Pictures and clippings from newspapers should be collected by the student and arranged chronologically in a workbook. These clippings will introduce the student to many of the government ministers and officials and will give him an insight into what work is done during the session and how it is done.

Objectives

The objectives of the course may be stated in the following terms:

1. The course aims to develop some aspects of personal and community living.
2. The course attempts to tie the activities of the classroom to those of the community by dealing with familiar situations and practical activities growing out of personal and community living, and also by supplementing classroom work in Social Studies, Mathematics, Science and Health and Personal Development.
3. The course aims to introduce some aspects of accounting relating to personal finance and farm and home activities.

Approach

Activity should characterize the development of the projects, more so than in most other courses. The teacher should feel free to select from, and expand, the material according to the interests of the pupils. Community resources should be tapped by having resource persons come into the classroom, or with the superintendent's permission, by undertaking field trips.

Selecting the Class Program

A major project in each of the A and B years of the course is compulsory. For Year A there is the choice of either Our Store which is more appropriate for urban pupils, or Our Farm which is more suitable for rural students.

The selection of minor projects will depend upon the size and type of the school, the size of the classes, the nature of the community in which the school is situated, the special needs of the pupils, the other optional subjects offered in the school, and the ability of the teacher.

Securing Information

To meet the difficulty of obtaining adequate information and materials, which teachers of Community Economics have experienced, the Department of Education has prepared bulletins containing outlines for suggested topics, useful data that cannot be readily obtained locally, and guidance for teachers on classroom procedures and activities. These bulletins are not prescribed texts, the contents of which must be taught to the class. The outlines are to be regarded as suggestions and guides from which departures are permissible whenever these are indicated by the direction of class interest and activity. Community life, the opportunity to stimulate interest in the affairs of the community, and the experiences and needs of the children should dictate the subject matter of the project and the nature of the classroom activities.

The pupil activities involved in securing information from various sources and in different ways constitute an important and necessary part of Community Economics. Children may gather data through such first-hand experiences as interviews, field trips; they may use the radio and visual aids, or they may write letters and read. Careful planning is essential on the part of the teacher and child to get the full value out of these experiences.

Arranging an interview will involve asking beforehand what questions are to be asked so that the interview will be as brief as possible, arranging the time of the interview by letter or telephone to suit the person to be interviewed, and taking care that he is not burdened with too many interviews.

The writing of letters for information requires the same careful supervision. The letter should state clearly and courteously what information is required. If the whole class writes letters, one should be selected and sent. A committee can compose a letter and appoint one of its members to write it. Students should not be directed to request literature or information the availability of which is uncertain.

Classroom Procedures

It should hardly be necessary to point out to the teacher that attempts to "cover" the content by lecture lessons or other procedures of routine teaching will at once defeat the objective of the course and destroy its value. One may consider, for example, the project entitled **Our School**. Few things could be more deadly for Grade IX students than a series of lessons accompanied by notebook outlines on the duties and responsibilities of school boards, the machinery of election, and other matters of this kind. But on the other hand, if the class is organized as a school board, and, after planning its own procedure, works on special problems of rural education, financial and administrative, the educative possibilities of the project should become apparent immediately.

Reference Books for Teachers:

The Business of Life: ZuTavern and Bullock

Consumer's Economic Life: Graham and Jones

So You Were Elected: Bailard and McKown

Canada Year Book: Queen's Printer, Ottawa

Living In Our Communities: Krug and Quillen

Junior High School Curriculum Guide for Social Studies-

Language

SUGGESTIONS TO TEACHERS ON USE OF PROJECT OUTLINES

MAJOR PROJECT: OUR FARM

The Unit on **Our Farm** has been prepared with a two-fold aim in view. First, it is intended to show some of the complexity of farming today, and the need for careful planning to ensure success. Secondly, it attempts, by touching on aspects of the farming operation, to acquaint the pupil with some of the many factors involved in farm planning.

The unit has been divided into four sections, namely:

- I. How Land Is Subdivided in Alberta
- II. Farmstead Planning and Beautification
- III. Farm Improvement
- IV. Farm Record Keeping

Time Required

It is expected that the unit will take four to five months to complete, with the time distributed as follows:

- Section I, two - four weeks.
- Section II, six - eight weeks.
- Section III, two - three weeks.
- Section IV, four - five weeks.

Content

The content of the booklet, **Our Farm**, should not be regarded as prescriptive. Rather, the booklet should be regarded as a guide from which the teacher may depart when local conditions and the needs and interests of the pupil suggest such a departure.

Local conditions and local environment should be considered by the teacher in presenting this unit, and the various sections should be adapted to these conditions. For instance, in the section on "Farmstead Planning", there is a discussion of the factors involved in planning the fields of a farm. This discussion is related primarily to grain-growing and mixed farming areas. In sections of the province where ranching and vegetable growing are the prime agricultural occupation, the teacher must be prepared to approach the problem of "field planning" from another point of view, with a consideration of other factors.

Activities

In each section it is intended that the activities should provide the practical value of the course. They have been planned so that the pupil can put the knowledge, ideas, and suggestions contained in each section into actual use, in situations which are comparatively real.

Here again, the activities are merely suggestive. Teachers are free to modify them, or to develop other activities which may be better suited to individual conditions.

There may be considerable variety in the development of activities. In classes which contain town pupils, these may be paired off with pupils who live in the country and who can provide first-hand information on farms and farm conditions.

It may be that for such an activity as the one on "Farmstead Planning" in Section II, arrangements can be made with a local farmer for the whole class to go out under the teacher's supervision to get information for an actual plan of a farmstead.

In Section IV, **Record Keeping**, there has been an attempt to get away from having pupils mechanically making involved records of "packaged" information. Instead, it is intended that under the teacher's guidance the pupils will develop records which are within their comprehension, and which are based on some simple, single farming operation. The extent to which this section is developed by the teacher will be determined by the interest and ability of the class. Caution should be taken to avoid developing bookkeeping into too great detail, to a point which is beyond the pupils' understanding.

Vocabulary

In the booklet, words which may present some difficulty have been underlined. It is suggested that these form the basis of a vocabulary list for each pupil for this unit.

References

The booklet, **Our Farm**, is intended to serve as the pupils' source of information for this unit.

There are, however, other references which will be useful in developing some of the activities. Arrangements have been made for procuring these references, and supplying them to teachers of this course. It is intended that the references supplied should serve the class for this unit. Since these references have been procured by arrangements with other departments and agencies to avoid indiscriminate demands on them, teachers are requested not to ask pupils to write individually for copies.

The references, with numbers of the sections for which they are useful following each, are:

Farmstead Planning and Beautification	(II)
Alberta Horticultural Guide	(II)
Heating the Farm Home	(III)

Teachers may obtain single copies of the above on request to the Curriculum Branch, Department of Education.

MAJOR PROJECT: OUR STORE

Our Store is a major project in the Community Economics course in Grade VII or Grade VIII, designed for urban students and all those who do not elect the alternative project, **Our Farm**. As a major project it may entail from four to five months work, most of which should be devoted to Record Keeping, which constitutes the larger and more important part of this project.

As almost every individual in our modern society finds it necessary to keep records, a knowledge of the principles of simple bookkeeping which the pupil has an opportunity to study in this project will have a practical and lasting value. Through the work in this project the student will investigate the role of the store in community life and so gain a better understanding of certain aspects of the commercial life of the community.

Some of the activities involved will train the student to participate intelligently in those simple business transactions in which he may engage as a consumer. In general, it is anticipated that an elementary knowledge of business practice, taught with the objectives of Community Economics in mind, will develop in the student citizenship ideals which will make him an intelligent, well-informed and useful member of the community.

The outline in the booklet **Our Store** should be regarded as a guide for pupil and teacher rather than a prescribed text. Its purpose is to

provide basic material which can be used by the teacher with no special training in the teaching of Commercial and Business subjects. This outline must be supplemented by material from several of the textbooks recommended for this project. Supplementary reading and activity lists will be found at the end of each section. The teacher is free to depart from the course outlined, wherever the interest and needs of the children demand it.

MAJOR PROJECT: OUR PROVINCIAL GOVERNMENT

Criticizing the government is the chief year-round sport of Canadians in every part of Canada. The government is taken to task by one group when it does this, and by another group when it doesn't do that. If there is unemployment, we blame the government; if there is a drought, we blame the government; if the roads are muddy after a heavy rain, we blame the government. Many of our complaints are trivial and groundless; but often they are well founded; for governments, like individuals and private businesses, can and do make mistakes. When such mistakes are made it is the duty of the citizen to express his disapproval.

There is no activity of government that arouses more complaint and grumbling than the collecting of taxes. The citizen who pays taxes with a cheerful smile is indeed most rare. Perhaps if we knew more about what the government does with the money, what we receive in direct benefits, we would grumble less and co-operate more cheerfully. The problems which follow are intended to enlighten the student more fully upon the activities of our Provincial Government in order that they may be able to follow public affairs with a more intelligent and discriminating interest.

In the Community Economics bulletin, **Our Provincial Government**, pupil and teacher will find a great deal of up-to-date and useful information. This booklet does not prescribe the scope of this project; neither is the pupil expected to learn its contents from cover to cover.

This project might conveniently be divided into six units:

1. How the community elects its representative for the Legislative Assembly.
2. How the Legislative Assembly is organized.
3. How the Legislative Assembly operates.
4. How laws are administered.
5. How the government pays for the services it renders to the people of the province.
6. What should be the attitude of citizens towards the activities of the government.

I. **How the community elects its representatives for the Legislative Assembly.**

- (a) Representative government and the methods of electing the community representative to the Legislative Assembly.
- (b) Nomination of candidates.
- (c) Election campaign.

- (d) Election day.
- (e) The voters.
- (f) The secret ballot.
- (g) Counting the votes under the P.R. system.

Activities

1. Organize a classroom nomination of candidates for offices in a school organization, as close as possible to the method of nomination of candidates for provincial elections. Students fill in a replica of the nomination paper. Election speeches by candidates. The class, as members of a democratic society, tell the candidates what they want. Classroom elections. Pupils fill in replica of the ballot paper. The count, using, if possible, the single transferable vote system.
2. Discuss:
 - (a) What is the government?
 - (b) What part is played in the government by the people?
 - (c) Why I intend to use my vote when I am 19 years old.
 - (d) Today under 70% of those entitled to vote, do so. Thirty per cent or more of our voters are shirking their responsibilities as citizens.
 - (e) Why have a secret ballot?
 - (f) Discuss the meaning and the advantages and disadvantages of representative government.

II. How the Legislative Assembly is Organized.

- (a) A brief survey of the events of 1905; the Alberta Act.
- (b) The rapid growth of Alberta.
- (c) The legislative and executive bodies, their composition and duties.
- (d) The functions of the Lieutenant-Governor and the Premier.
- (e) How the Cabinet is formed and how it functions.
- (f) The capital, the parliament buildings and the legislative chamber.

Activities

1. Organize the class into a modified arrangement of the Legislative Assembly in session for open forum discussions and debates.
2. Discuss the necessity of the office of Lieutenant-Governor.
3. Have committee reports on the qualifications, terms of office, salaries, etc. of the Lieutenant-Governor, Cabinet Ministers, and M.L.A.'s.
4. Draw a map of the constituency in which you live. Find out all you can about your present representative and his predecessors in this office.

III. How the Legislative Assembly Operates:

The classroom work on the part of the project should coincide with the yearly session of the Legislative Assembly, which usually occurs during February and March. The class will follow events in the capital through newspaper reports.

- (a) The opening of the House in Februray.
- (b) The speech from the throne.
- (c) Parliamentary procedures and the function of the Speaker.
- (d) The debate on the speech from the throne.
- (e) The budget speech.
- (f) The reports of the Ministers of Departments.
- (g) Making laws.

Activities

1. Collect, and paste in a workbook, pictures of the opening of the House, the legislative chamber, government officials, etc.
2. Elect a student to read in class the speech from the throne, and discuss its contents.
3. Cut out the report of the budget speech from the newspaper. Study it carefully. Draw circle graphs showing expenditures and the main sources of revenue.
4. Using material from newspapers discuss the merits and demerits of the budget.
5. Organize committees to report on important new bills before the Legislative Assembly.

IV. How Laws are Administered

Have committee reports on the activities of each of the Departments. Discussion arising out of these reports will reveal any particular community interests in any of these activities and this will in turn determine the nature and scope of the classroom activities. Below are topics for discussions, talks, or class investigation relative to each department.

Department of Agriculture

1. How does the government assist the farmer to produce a crop and use his land to the best advantage?
2. Who are the District Agriculturalist and the Home Economist in your area? Outline the work they are doing.
3. What services can the farmer obtain from the Provincial Veterinarian?
4. Write an account of problems involved in bee-keeping. What assistance can one receive from the Provincial Apiarist?
5. Report about the Agriculture and Home Economics courses given at the Provincial Schools of Agriculture. Study the latest calendar from the school and report on admission requirements, life and work in the school.

6. Describe, using a plan, how the water reaches an irrigated farm. Who owns and operates the irrigation projects in your area?
7. What is meant by soil conservation? Suggest ways in which soil may be conserved.
8. What are the chief advantages of country life? Of farming as an occupation?
9. Write an imaginary conversation between a city boy and his country cousin. The city boy is visiting his cousin in the country and is trying to help with the evening chores.
10. In what sense does the farmer seem more independent than his city neighbor? In what ways is the farmer less free than his city neighbors?
11. The proportion of farm population has declined steadily for several years. Explain using figures and graphs.

Department of the Attorney General

1. Outline briefly the powers and duties of the Attorney General.
2. What does the government do to protect property and to regulate relations between individual citizens? What part does this department play in the administration of justice in Alberta?
3. Describe briefly the system in operation in our land titles offices in Alberta.
4. Define crime, law and delinquency.
5. What is punishment? What is its value in the control of crime?
6. What is meant by the treatment of criminals, as distinguished from their punishment?
7. What is the juvenile court? How does it operate?
8. What can the home do to reduce crime? What can the school do?
9. List a number of ways in which the law protects your personal rights.
10. List difficulties that stand in the way of effective police work?
11. List the factors in your community which are conducive to juvenile delinquency. What reforms would you suggest?
12. Make a list of reasons why "crime does not pay".
13. What is the function of probation and parole in the treatment of offenders?

Department of Economic Affairs

1. What attractions has Alberta to offer the tourist? Make a collection of tourist advertisements for Alberta. Look up in a Canada Year Book the amount of money spent yearly in Canada and Alberta by tourists. Represent these amounts by a graph. Is the tourist trade important to the province?
2. In what ways does the government encourage and promote cultural activities in local communities?
3. Discuss: "The leisure-time activities of a person tell us much about what he is."

4. Get all the information you can, so as to be able to describe the beauties of Banff and Jasper National Parks. What parks are established by the provincial government? What is the purpose of setting aside these parks?

Department of Education

1. How does the government assist education in Alberta?
2. How does the Department of Education help organize the school work? Discuss the necessity of a program of studies and school regulations.
3. If a child is unable to attend a school how does the government provide for his home study?
4. Look up in the Canada Year Book or the Department of Education's Annual Reports the amount of the provincial grant to schools for a period of years. What is the trend? Draw a line graph of these figures.
5. If your school is included in a School Division or County, find out all you can about the large unit, its size, number of schools in it, the name of the school superintendent, etc. What are the advantages of the school division? County?
6. Find out what it costs to maintain your school. How many pupils are in attendance? What is the cost per pupil? Should all the members of the community help to pay for the upkeep of the public schools? Why? Who gives you your education? What should you give in return?
7. Should your parents be allowed to decide whether you should go to school or not? At what age are pupils allowed to stop attendance at school? What is the object of the government in raising the age at which children are allowed to leave school? What do the pupils gain by this longer period in school?
8. What is the main purpose of establishing and supporting public schools? Of what benefit is your school course to you? What do your parents expect you to get from your school course?
9. What subjects do you now study that were not taught in school when your father was a boy? Why have these subjects been added to your course?
10. Write a paragraph on "Life in a one-room country school."
11. What does your school do in the way of encouraging sports and games among pupils?
12. Write an essay on "The Importance of Sports and Games in School Life."
13. Show the importance of education in each of the following situations:
 - a. Making democratic governments successful.
 - b. Earning a living.
 - c. Enjoying life.
 - d. Associating with others.
 - e. Practicing good citizenship.
14. By whom is your local school system managed?

Officers	How Chosen	Term	Duties
School Board			
Superintendent			
Principals			
Teachers			

15. What comparatively new features of school programs make schools cost more than formerly?

Department of Public Health

1. How does the government help to maintain better health conditions in the province?
2. What are Vital Statistics? Why are they called the bookkeeping of public health? Using the Canada Year Book, find the number of births, marriages and deaths in Alberta for the past 5 years, and compare these figures.
3. Where is your Municipal Hospital? Write a description of it, giving its location, capacity, number of doctors, nurses, etc. What are the advantages of a municipal hospital? What is an "Approved" hospital? How can non-ratepayers benefit by the municipal hospital?
4. What are the commonest communicable diseases in Alberta? How are they controlled? What steps has the government taken to help those suffering from tuberculosis, cancer, diabetes, poliomyelitis?

Describe the work of a District Nurse.

6. Write an essay on "What our Community does to Promote Good Health", and on "What I Can Do to Promote the Health of our Community".

Department of Highways

1. On a road map of Alberta draw the main highways. Why are these roads so important? How much is spent for highways each year? Draw a graph on the amount spent for highways in the last few years.
2. Find the cost per mile of building highways. How much for grading, elevating, graveling, hard surfacing?
3. What is the function of the Highway Traffic Board?
4. What is the government doing to reduce highway accidents in the province? What are some of the causes of highway accidents?

Department of Industries and Labor

1. Write a report on the nature and purpose of the provincial industrial legislation.
2. Write an outline showing how the relations and activities of employer and employee differ from those of master and apprentice in the guild.
3. What is collective bargaining? Outline and demonstrate various forms it may take, such as negotiation, conciliation, mediation and arbitration.
4. Collect and mount clippings from newspapers illustrating industrial conflict; summarize the methods employed and the principles which seem at stake.
5. Debate the question: "The control of industry should rest entirely with the owner of material, buildings and machines and should not be shared with the laborer who is hired for a wage."
6. List conditions which give rise to (a) industrial accident insurance, (b) unemployment insurance. Give arguments for or against these practices.
7. List the effects of unemployment upon individuals and the community at large. Examples are poor health, crime, laziness and radicalism. Write a brief explanation of each.
8. Report to the class on a magazine or newspaper article dealing with a labor question.

Department of Lands and Forests

1. How does the government help to conserve our natural resources? Why is the conservation of our forests important? How can you help in the conservation of our timber supply?
2. Discuss the advantages of the agricultural lease regulations, comparing them with the former homestead regulations.
3. Draw a sketch map of Alberta showing the major forest reserves. Describe the work of the Forest Ranger.
4. How does the government protect the fish and game in Alberta? Report on the game regulations and show how these help in the conservation of wild life. What are the duties of a game warden? Fish Inspector?
5. What is the work of the Technical Division?
6. Conservation of the forest has a direct effect on the water supply. Explain.

Department of Mines and Minerals

1. What are the mineral rights of the province? Who owns them? How are they disposed of?
2. "You never miss the water until the well goes dry." Discuss this old saying. Coal, petroleum, and natural gas are natural resources which cannot be replaced.

Department of Municipal Affairs

1. Find out all you can about your local government. Is it urban or rural? What are the names of the officials? When and where do they meet? In what ways does the Department of Municipal Affairs assist local government?
2. What is the government doing to standardize assessments in Alberta? Why is this so important? (Consider overlapping boundaries of school divisions and municipalities). How will the county system help in this matter?
3. Outline the history of assessments in Alberta to the present day and explain how the "ability to pay taxes" has been fairly and equitably established.

Department of the Provincial Secretary

1. Draw a picture of the seal of Alberta. Who is the keeper of the seal? What is the purpose of the seal?
2. What is the amusement tax? Find out whether you pay tax and how much if you attend a show.
3. Consult your local theater manager and ask him about the best and poorest movies from the standpoint of box-office appeal. Write your report and discuss the significance of this box-office appeal.
4. How do you obtain a license for a car and how much does it cost? What other taxes does a motorist pay?
5. How can the government determine with reasonable accuracy how much revenue it is going to receive from the gasoline tax? Auto licenses? Sale of liquor? etc. Use a broken-line graph to show the trend of revenue from any particular tax over a period of years. What are some influences which may upset the projected estimate?
6. Find out how a budget is constructed. Prepare a budget for a school club.

Department of Public Welfare

1. How does the government help the aged and needy?
2. Find out all you can about Mothers' Allowances.
3. "The curse of the poor is their poverty". Discuss (See *Social Living* by Landis and Landis, page 393.)
4. "People who are poorly adjusted to social reality readily strive to escape responsibilities." List things that students do to escape responsibilities.

Department of Public Works

1. Make a list of the public buildings in our community. State briefly what each building is used for. Why are they called "public"?

Department of Telephones

1. What is the government doing to improve communications in the province?
2. Draw a graph to show the growth and expansion of the telephone system.

Department of the Provincial Treasurer

1. Describe the main function of the Treasury Department
2. Examine the yearly budget and note how it is drawn up to show estimated expenditure and revenue.
3. What is the work of the Queen's Printer? Why is he so named?

V. How the Government Pays for the Services It Renders to the People of This Province.

The main business of the government is to offer through its different departments the services discussed in the sections above. These services cost the government a large sum each year, and for this "current expenditure" the money must be found. Each year the Provincial Treasurer estimates the "current income" required to meet current expenditure during the next fiscal year. His "estimates" of income and expenditure make up the "budget" which he lays before the Legislature at its next session. The Legislature passes Acts authorizing any new taxes or fees that may be necessary to secure the required income, and also an appropriation act, which authorizes the proposed expenditure. The items of expenditure are grouped under headings, and the headings are classified and numbered according to the Department concerned. Every Department must keep within its appropriation.

Activities:

1. What are taxes?
2. Is there anything provided by government in your community that you would willingly do without?
3. Is there any similarity between taxes and insurance premiums?
(Spreading the cost compared to spreading the risk.)
4. How much does the government spend each year?
5. How much does each department spend each year? Is the amount spent on these services increasing or decreasing?
6. From what sources does the Government secure its revenue? How much does it obtain from each source? Is the amount increasing or decreasing?
7. How much money does the Provincial Government receive from the Dominion Government each year? Why does the Dominion Government help to pay part of the cost of running the business of the Province?

8. With revenue coming from so many sources, and being expended for so many different services, how does the Government keep its accounts straight?
9. Have a committee prepare bar or circle graphs to show the relative amounts expended for various services. Prepare broken-line graphs to show the amounts expended for certain services over a period of years. Is the curve rising or falling? Account for any peaks or depressions in the curve. For the future, should the curve be permitted to rise or should spending for this service be curtailed?
10. Determine the per capita expenditure for the various services. How does the per capita expenditure for Alberta compare with the expenditure in other provinces?
11. Show by means of circle graphs the percentage of the Provincial revenue expended from each service ("the expenditure dollar"). In the same way show the percentage of the revenue received from each important source ("the revenue dollar").
12. Does taxation raise or lower the standard of living of an individual or community? Discuss.

VI. What Should be the Attitude of the Citizen toward the Activities of the Government.

1. Should the citizen assume a critical attitude with regard to the manner in which the government conducts public affairs?
2. Should there be a law to compel all citizens to vote? List arguments for and against?
3. How can a citizen become reliably informed on any issues of public concern?
4. What caution must the citizen exercise with respect to the press, radio and public speakers, as sources of information?
5. Over a period of two or three weeks cut from the daily papers all articles referring to the government. Balance the items commending the government against the items condemning the government. Is there any evidence of prejudice in the opinions expressed? Study the radio and public speeches similarly, especially if there is a political campaign in progress.
6. Collect political cartoons and determine the extent to which they are intended to influence public opinion.

MINOR PROJECT: LOCAL GOVERNMENT

Some Experiences:

Children carry on organized activities in school. They have responsibilities in caring for the room, participate in school clubs, decide what games to play in the physical education period, carry on group work, elect class officers, discuss group control problems.

Children obey government regulations such as crossing streets with the green light and going to school whether they want to or not. They see policemen, postmen, servicemen and other government employees at work. Children belong to community organizations, (scouts, guides, farm clubs, church groups). They hear their parents and other people talk about taxes, government regulations, elections, (local, provincial and federal). They read in the newspapers or school periodicals about the activities of local, provincial and federal governments and officials. They see evidences of government activities such as road making and repair, schools, parks and libraries.

Some Questions:

What rules should we make for our lunch room and library?

How should our club constitution be written?

Are our rules democratic? What is democracy? How does it help us? What can we do to make it work better?

What do we need to know in order to vote intelligently?

Who makes our laws? Why are laws necessary? Can they be changed?

Who pays for building roads, for free libraries, the policeman's salary?

What are taxes for? Are they a good thing?

Some Information:

The governments that exist in Canada and the importance of local government.

The distinction between urban and rural municipalities in Alberta.

How the municipal council is chosen. Who may vote. Who may hold office. Elections. The map of our municipality. How the local council conducts the affairs of the municipality. A council meeting. The duties of the local council. The services rendered by the local government health services, education services, street lighting, protection, recreational services, etc. Financing the services of the local government. How taxes are collected.

Reading the financial statement of our municipality.

Activities:

1. Make a map of our municipality, showing the location of the municipal offices, the municipal hospital, the main roads, schools, parks, etc.
2. Find out the names of the local councillors.

3. Invite the local councillor to give the class an informal story of how the council transacts business. Members of the class make lists beforehand of the things they want to ask the councillor.
4. Attend a meeting of the municipal council.
5. Organize the class as a municipal council. Proceed to take up the business previously prepared for this meeting. Reports of meetings in the local paper will assist in this matter.
6. Where possible pupils should study their parents' tax notices to determine the assessment and the mill rate.
7. Find out the cost of road building and maintenance and draw up a road improvement plan for your district.
8. Study the yearly financial statement of the municipality. Find out who collects and disburses the municipal funds, keeps the books and records and authorized expenditures. Make circle graphs showing expenditures and main sources of revenue.
9. Examine the report of the local board of health. Invite the local Health Officer or District Nurse to give a talk on the health services of the municipality.
10. Make an investigation of the municipal hospital, location, number of beds, number of nurses, number of doctors, type of equipment, number of patients treated each year, etc. How does your hospitalization scheme work? What improvements appear to be necessary to enable your municipal hospital to give better service?
11. Visit the local waterworks and find out all you can about the water supply of the municipality.
12. Read local newspaper reports of local council meetings and discuss all new projects undertaken by the council. In a large urban community this work can be done by committees.
13. Investigate on a practical basis the advantages and disadvantages of the enlarged municipal districts.
14. Word study: Check the important terms and key words used in the project to make certain that the pupils understand them. Examples: Urban, rural, auditor, assessment, adjustment, charter, levy, utilities, transact, expenditure, mill rate, subsidy, agenda, petition, etc.

MINOR PROJECT: OUR CLUB

Keeping in mind the interests and needs of boys and girls at the intermediate school level, the teacher should encourage the organizing of one club, or more, in the school or class. The club when organized, should function throughout the year.

This project is centered in the management of a club and should therefore continue throughout the year. Procedures adopted from the enterprise technique of the elementary grades may be used here to great advantage.

Some Experiences:

The gang plays an important part in the social life of a child. In the summer these gangs congregate, in the parks and on the spare lots to play games; other gangs are cycling or swimming. In winter these gangs gather for winter sports and indoor pastimes. A common interest in model aircraft brings boys together in Mr. Wilson's basement.

Children are happiest when they are creating something. This urge to create may take the form of making doll's clothes, writing a story, making a bird-house or drawing a picture. Skill or proficiency in a hobby or sport gives the child a sense of fulfillment and satisfaction.

Children like to feel that they belong to a community, a school, a family, a church and to other social groups or clubs. They want to express an opinion, help to organize and direct and generally take an active, and to the child, an important part in the group.

Some Questions:

What clubs already exist in the school? What new interest or hobbies have we that we should like to make the center of a club? How can we make our club meetings more enjoyable? How can we increase the membership of our club and run it more efficiently?

Some Information:

Rural school children should become acquainted with the full scope of the Junior Farm and Home Clubs sponsored by the Alberta provincial government. There is a Supervisor of Junior Activities and Youth Training in the Department of Agriculture and there are District Agriculturists and Home Economists who will give information and advice on the organization of Farm Clubs. The purpose of these clubs is not only to stir up an immediate interest in the farm and home activities but to train the farmer's children to become better farmers and home-makers in the future.

The purpose, responsibilities and possibilities of a Students' Union.

The work and purpose of the Red Cross Society. How to organize a branch of the Junior Red Cross in the school. The Junior Red Cross Magazine. Full information obtainable from the Junior Red Cross in Calgary or Edmonton.

The sources of information, books, teachers, technicians, professionals, etc., that will help to run an efficient club.

What records are necessary — membership card, dues received record book, record of income and expenses, budgets, balance sheet. Elementary bookkeeping principles involved in keeping a simple set of books.

How to conduct a club meeting.

The constitution of the club.

The purpose of clubs within the school and the importance of the right use of leisure in this machine age in which the workman released from long working hours has more and more leisure time for mental, spiritual and physical recreation.

Some Activities:

Our Club, since the project once started will continue throughout the year, might be a convenient starting point for the year's work in

Community Economics.

1. The initial survey to determine what club is to be organized or continued will include proposals from students and teacher, pupil reports on clubs already in existence in the school or in other schools.
2. The appointment of a temporary executive to draft a constitution.
3. The election of officers when the constitution has been accepted.
4. Club Meetings. The preparation of an interesting agenda which will give enjoyment and foster an interest in the work of the club, will require careful thought and planning.
5. A set of club records should be kept by each member of the class. This will involve some classroom instruction in the simplest elements of bookkeeping.
6. Members of Farm and Home Clubs undertaking a feeding project at home should be shown how to keep records at home of daily feeding, cost, gain in weight, etc. These records should be inspected by the teacher periodically.
7. The invitation of special speakers to the meetings of our club involve polite correspondence, the formal introduction of the speaker to the class, and, according to the nature of the speech, the preparation beforehand of questions we wish to ask the speaker.
8. Field days, picnics, and socials, in connection with club activities require accurate budgeting, planning, and co-operation amongst the club members. All members must be invited and encouraged to take an active share in the work.
9. Word study: Although each particular club will have its own special vocabulary, according to the work it undertakes, nevertheless the following words will probably crop up during the work on this project: venture, margin, appropriation, ex-

penses, enterprise, committee, distribution, revenue, estimate, accord, dues, constitution, by-laws, audit, comparative statement.

Some Outcomes:

Some children develop a deeper and broader understanding of co-operation. They experience the benefits of working together for a purpose.

They realize the importance of careful planning and the keeping of accurate records.

Hobby clubs will have given the members opportunities to use their creative ability and increase their technical skill.

Children working together tend to become well adjusted socially.

Integration:

Language—How to conduct business meetings; writing the minutes of meetings; writing business letters; learning to address an audience; learning to meet people; e.g., the officials of the Red Cross; social behavior, as at a dance; polite, purposeful conversation.

Typewriting—Typing of minutes, business letters and other records.

Social Studies—Social living, planning, and deciding; fostering desirable mental attitudes; co-operation in sewing, weaving of rugs, piecing of quilts; current events; investigation of reports on textiles, dyes, spinning and weaving; the development of the clothing industry.

Mathematics—Calculation; problems on cost of materials.

Art—Posters and advertising; decoration of school; colors and ornamentation in clothing, etc.

Home Economics and General Shop—Boys and girls learn to do useful things; knitting, cutting out clothing, sewing by hand and machine, darning, making useful and decorative household articles and child's toys.

MINOR PROJECT: OUR HOME

Some Experiences:

There is a wealth of experiences to draw upon in dealing with this project, so much of which is obvious that to enumerate would be a waste of time and space. In the average home in Alberta the children take an active interest in domestic affairs, share in some small way the responsibilities of household management, offer suggestions, based on their limited experiences, on the many home activities, are deeply conscious of the appearance of the home, and generally have a superficial knowledge of the economics of the household.

Some Questions:

Why doesn't father buy the house we are living in instead of paying rent every month? Can we move to a house nearer the center of the town? Why have the taxes on the house gone up (or down) this year? What are N.H.A. houses? What is a title? How does the gas, water or electric light meter work? Why don't we install running water in the house like our neighbor, Mr. Klotz?

Some Information:

The advantages and disadvantages of buying and renting a home. The cost of financing and owning a home. The National Housing Act. The best location for a home. Title deeds.

The art of making a home pleasant and comfortable to live in.

The best way of spending the family income. A study of family budgets and graphs showing how average rural and urban families spend their incomes. The cost of household utilities, urban and rural. Good buying methods. The influence of advertising on our purchasing. The advantages and disadvantages of instalment buying. Spending on leisure and cultural activities. The importance of thrift and saving.

Some Activities:

1. Make a list of the expenses involved in moving from one house to another and calculate what it would cost your family to move.
2. Select a house or farm advertised for sale in the local paper and bearing in mind the annual expenses involved, find the approximate cost of owning the property selected, supposing that you pay 50% cash.
3. Through the local newspaper or by local investigation find out where and how money can be borrowed for financing a home. What are the charges and interest rates on the money borrowed in (2)?
4. Write a report on the provisions of the National Housing Act.
5. Draw a plan of your house and garden. Indicate on the plan the improvements you would like to make.
6. Collect from newspapers and magazines and paste in your workbook, illustrations of houses, furnished rooms, gardens, etc., that suit your taste.
7. With the aid of a catalog or visits to a furniture store, find out how much it would cost to furnish your own room according to your own taste. Make out the mail order for your purchases.
8. Examine a gas, electricity or water bill. Find out the cost per unit and check the figures on the bill.
9. Make a list of the many ways in which your family spend their leisure time.
10. (a) Discuss the importance of wise spending for advancement.

(b) Discuss the advantages and disadvantages of increased leisure time.

11. Keep account of the family expenditures for any one item, groceries for example, for a month.
12. Discuss the part that children play in family budgeting. Selfishness or extravagance on the part of one member of the family may throw the family budget out of gear.
13. In making a purchase at your local store, what standards do you use to insure that you get the best your money can buy?
14. Through your local dealer or from a mail order catalog investigate the difference between the cash price and the instalment plan price of a car, a farm implement, a refrigerator, or some furniture. What is the amount of the monthly payment? Work out the interest rate on the article your are dealing with.
15. Prepare a report on your own saving plans.
16. A girl deposits \$1.00 a month of her egg money in a savings bank at 3% compounded semi-annually. How much is she worth at the end of 5 years.
17. Word study: lease, stability, locality, real estate, mortgage, depreciation, equity, zoning, town planning, tenant, title deed, lien, expenditure, inventory, utilities, installation, compute, incidental, leisure, estimate, budget, reputable.

Outcomes:

Children are led to a greater appreciation of the services that the home provides, services which are so often taken for granted.

Family discussions of domestic affairs will have more meaning for children. Children will have a greater respect for the opinions of their parents. They will appreciate the importance of co-operation in family life and the need for unselfish sharing in the activities of the home.

Children will learn to appreciate and care for not only the material comforts of the home but also those intangible qualities which make the home a haven of happiness, comfort, stimulating activity and sympathetic understanding. Children have learnt to become more useful members of the family.

Integration:

This is an excellent project for the integrated course in Home Economics and Industrial Arts.

Language and Literature—Conversation and letter-writing; a pioneer's home compared with a modern home.

Social Studies—The home in the community—surroundings, beauty and comfort; the usefulness of trades and industries and the relationship of men and materials; transportation; employment.

Science—Study of materials used in the home; paints, varnishes, lumber; scientific appliances in the home.

Mathematics — Calculating taxes, insurance, interest on loans, etc.; checking the correctness of bills and accounts; drawing to scale correctly.

MINOR PROJECT: OUR INSURANCE

Some Experiences:

Children read insurance advertisements in magazines and on the billboards. Some have policies which their parents or relations have started for them. Reference to life insurance, automobile insurance and fire insurance will have been made in family discussions. Children in many families will have experienced the benefits of insurance paid for some loss or accident. They may also have seen the neighbor's house or farm destroyed by fire or a crop ruined by hail and because the buildings or crop were uninsured, the owners have suffered heavy losses.

Some Questions:

Does everybody take out insurance? How much does insurance cost? How can insurance companies afford to assume these risks for such a small sum of money? Do children need insurance? Should insurance be compulsory? Can one insure against every type of risk? Do our safety rules for crossing the street and for preventing fires reduce the need for insurance?

Some Information:

What risks beset the lives of school children and their parents? Steps taken by the individual, the school authorities and the community to avoid accidents and reduce these risks to a minimum. The part played by the Insurance Company in dealing with these risks. The methods used by insurance companies to compute the cost of insurance to the individual. How to become insured. The various fields of insurance. Types of insurance. Types of automobile insurance. Fire insurance. Government insurance. Industrial insurance. The best type of insurance for young people.

Some Activities:

1. Appoint a committee to prepare a list of the insurance agencies in the community and to collect any booklets from them that may help the class to carry out the work on this project.
2. Collect insurance company advertisements from current magazines. Check the free booklets they offer and send for any that may help you.
3. Invite an insurance agent to speak to the class on a topic such as, The Best Kind of Insurance Policy for Young People.
4. Prepare a report on Unemployment Insurance from material in the Canada Year Book.
5. The child of a worker whose father has received benefits from The Workmen's Compensation Board prepares a report on the accident, how his father reported to the Board and what benefits were received.
6. In what ways do your local and provincial governments help to reduce the hazards of life?

7. Examine an application form for life insurance. Discuss the importance of filling it out accurately, if you are to receive a fair deal from the Insurance Company.
8. Write a report on the fire hazards that exist near your home. What fire precautions do you take at home? Is your home insured against fire? What fire extinguishing service or devices have you?
9. Make a report on the number and type of automobile accidents involving school children that have occurred in your community during the past year. Were the drivers covered by insurance in each case?
10. Discuss the school safety program. Investigate the number of bicycle accidents amongst the children in the school, which have occurred during the past 6 months. Did any receive insurance benefits?
11. Word study: contract, policy, economic risk, premium, claim, collision, policyholder, property damage insurance, public liability insurance, settlement, depreciation, insurable, inventory, endowment policy, sworn statement, applicant, beneficiary, cash surrender value, maturity value, mortality, probability, provision, industrial accident, compensation, hazard, expectation, eligible, executors.

Some Outcomes:

Children have learned the meaning of insurance in relation to themselves and the community in which they live. They have a broader understanding of economic risks and the modern methods of dealing with them. A new light is shed on the school safety program.

Integration:

Language—Oral expression; letter writing; polite forms of address; reading for information.

Social Studies—Insurance as an aspect of social security; the relation of insurance to social and industrial legislation; the part played by insurance in the life of the community and the country.

Health—Health habits and safety precautions that help to reduce the risks we all face.

Mathematics—The study of graphs and statistics; computing the cost of insurance from insurance rates; making inventories.

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